Appendix F: LEA Application of General Information
2012-2013

School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: Fountain Square Academy	Corporation Number: 5864
Contact for the School Improvement Grant: Charlie Schlegel, Academic Partner	
Position and Office: Academic Partner/ Chief Executive	Contact's Mailing Address: **Fountain Square Academy** 1615 Barth Ave. Indianapolis, IN 46203
Telephone: (317) 803-3182 ext. 506 (617) 834-9941 cell	Fax: (317) 624-0900
Email Address: cschlegel@teamcfaindy.org	
Superintendent (Printed name) Charlie Schlegel, Academic Partner	Telephone: (317) 803-3182 ext. 506
Signature of Superintendent X _____ ___	Date: May 14, 2012

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, "Tier I and II Application" or "Tier III Application" for *each* school applying for a school improvement grant.**

I. Schools to be Served by LEA

Instructions:

1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Fountain Square Academy	7-12	X			X			
2.								
3.								
4.								
5.								
6.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

■ We will serve all of our Tier I schools.

☐ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: __Fountain Square Academy_____ **School Number:** _5864_

Stakeholder Group	Mode of Communication	Date
Parents/Community Partner	Connect-Ed Focus Group	Thursday, Apr. 26 Monday, Apr. 28
Academic Partner	Included on Grant Writing Team	Daily Meetings; On going
Teachers	Faculty Meeting Individual Leader Consult.	Wed., Apr. 25 On going
Southeast Education Task Force (Local Advocacy Group)	Email Communication Meeting	On going Friday, May 11
Fountain Square Board (Academic Subcommittee)	Email Communication Committee Meeting	Monday, Apr. 23 Tuesday, May 1
Southeast Neighborhood School of Excellence (SENSE), Leadership	Phone Conf. Meeting	Thursday, Apr. 26 Tuesday, May 8

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

____Fountain Square Academy _____ assures that it will

Corporation/Charter School Name

_X_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_X_ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

___ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_X_ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☑ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g)
2012-2013

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation __Fountain Square Academy___ Number _5864__

School Name _____ Fountain Square Academy _____

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround ☐ Restart

■ Transformation ☐ Closure

Assurances

_____ Fountain Square Academy _____ assures that it will
Corporation/Charter School Name

_X_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_X_ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

___ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_X_ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➢ ***Instructions:***

1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing Schools."
2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
3) Complete a root cause analysis of the findings - the underlying reason for the finding.
4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➢ ***Instructions:***

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low)

English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	46.9%	10	High, students consistently underperform.	High –poor basic literacy skills; poverty and transience.
White	38.9%	27	High	High –poor basic literacy skills; poverty and transience.
Special Education	81.3%	13	High	Overly restrictive environment; limited access to rigorous curriculum.

Mathematics

Black	45.5%	10	High	High –weak foundational math skills; inconsistent math instruction
Special Education	50%	8	High	Overly restrictive environment; limited access to rigorous curr.

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership? *Not appropriate example:* Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."	**What is at the "root" of the findings? What is the underlying cause?** *Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
91% of our students qualify for free/reduced lunch, and many live in different houses and move regularly throughout the school year;	Poverty and other external factors require the school to be a consistent, dependable and supportive place of learning, which Fountain Square has not been for most students. Inconsistent administration and the implementation of school-wide policies have contributed to an environment unsupportive of learning. Inadequate preparation and frequent turnover among faculty, especially in math and science, have contributed to inconsistent instructional practices and implementation of data-based curricular decisions. The school is lacking needed certified Personnel, such as a Therapeutic Counselor, Middle School and High School Counselor, and School Partnership Director, to address the mobility, counseling needs, and personal needs of our students and families.

62.5% of HS students did not pass English or Math ECA's.	Without a well-coordinated interventions, students entered English 10 or Algebra 1 without fundamental skills. Staffing changes led to an inconsistently implementation of core programs in math. School has struggled without the leadership and human capital needed to improve school attendance and school culture. FSq. lacks the culture and systems needed to ensure that students are not only attending school but also are engaged and invested in their education, in turn raising test scores. Recently, math program, in particular, has rested primarily on computer-based instruction due to turnover in its math faculty and limited effectiveness and management skills among current math instructors.
Over 80% of our students with Special Needs have not passed the ISTEP in ELA and Math.	School lacks a systematic means to assess students upon entry to the school and the sufficient allocation of instructional resources to meet the needs of children, especially those below grade level. School has not provided sufficient individualization and differentiation, based on analyzed assessment data, to attend to the progress of students on IEP's. School lacks sufficient counseling and mental health expertise necessary to properly support students with special challenges to succeed in an academically rigorous environment.

Student Leading Indicators

- ***Instructions:***
  1) Using school, student and teacher data, complete the table below
  2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
  3) Review the data and develop several key findings on the next page.

	2010-2011	**2011-2012**
1. Number of minutes within the school year that students are required to attend school	**75,600**	**75,600**
2. Dropout rate*	**6.7%**	**0.0%**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**91.32%**	**88.84%** (95 students with 10+ absences)
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**2**	**4** (dual credit only)
5. Number of students completing dual enrollment classes	**2**	**4** *(enrolled)*
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	LSD: 8 hr. day BAS- After	LSD: 8 hr. day BAS- After SS
7. Discipline incidents*	**238**	**196**

		(as of 4/25)
8. Truants (# of unduplicated students, enter as a whole number)	**0 Filed**	**2 Filed**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	*29% Highly Effective* *35% Effective* *29% Improv. Necessary* *7% Ineffective*	26% Highly Effective 42% Effective 26% Improv. Necessary 6% Ineffective
10 Teacher attendance rate	**95.1%**	**97.3%** *(Mid Year)*

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* " Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"
Attendance information has been inconsistently recorded and, thus, does not accurately reflect true student attendance. Over 40% of students have 10 or more absences at this juncture in the school year – over 20 days from our last day. Students with poor attendance are 3 times more likely to not be proficient on ISTEP or pass ECA's. Teachers frequently express frustration with level of support and professional development.	School maintains minimal administrative procedures, due to frequent turnover in leadership. Student database has not been configured to provide real-time attendance information. School lacks the necessary staff and leadership to intervene in cases of truancy. School does not partner effectively with families to support strong school attendance. Infrequent attendance limits our capacity to help an important subset of students. There are minimal incentives to encourage strong attendance among students. School does not currently employ or implement teacher evaluation system and, thus, there is not a reliable way to differentiate teacher quality or effectiveness and support those that need help in specific areas of the craft. Teachers are not held accountable for the student-learning results in any systematic way. School lacks personnel needed to provide quality

	professional development, mentoring, and support to teachers. Curriculum and assessments have not been consistently developed or implemented. Teachers are "re-creating the wheel" due to a lack of an established 7-12 curricular pathway. School lacks personnel to shift culture to that of using data to drive instruction, in addition to providing training for teachers on how to review student achievement data, reflect, and adjust instruction accordingly.
Fountain Square has not yet graduated a student with a "high honors" or "technical honors," due primarily to the absence of a well-designed curricular pathway.	School lacks skilled instructors with the training necessary to teach courses required to graduate with "high honors" or "technical honors" diploma.
Highest quality teachers as well as those in high-need subject areas (math, science, special education) often leave for other schools where they believe they'll receive more support.	Teaching salaries do not vary by performance or area of expertise. Professional Development program has not effectively supported teachers in meeting job demands.
High number of referrals (172) reflects both the frequency of classroom disruption as well as the absence of follow-up or further consequence for those frequently disruptive.	Problem behaviors (and the accompanying consequences) limit the time some of our students are able to spend in class and on-task. The school lacks a common standard of what constitutes disruption worthy of a referral. Administrative turnover has made it difficult to consistently implement systems of consistent follow up on referrals or behavior problems. Teachers report lack of "trust" in administration to

	support them in addressing student conduct concerns. Often, they attempt to address them within their respective classrooms, limiting the time for instruction. School lacks common procedures for writing, following up and tracking behavior referrals.
Of those 196 referrals, 12% of our students are responsible for the majority of discipline incidents. African-American students receive referrals at twice the rate of other racial groups.	Fountain Square Academy lacks a system that rewards students for positive behavior. Students are rarely, if ever, rewarded for making positive choices and having few, if any referrals. FSq. has not implemented any systems of cultural training for its staff; nor does it employ mentoring programs or other means to improve overall relationship across difference, including age and racial groups.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➢ ***Instructions:***

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.	X				1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teacher devel.
5. Must accept teachers based on union agreements rather than on their effectiveness in the classroom.				X	5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.			X		1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).	X				2. Provides various levels of cognitive demands (differentiation; RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.	X				4. Includes frequent use of

5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.	X X X				technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. **7.** Schedules and strategies provide for increased student learning time.

Curriculum	**1**	**2**	**3**	**4**	**Curriculum**
1. Leadership does not observe or evaluate teachers for use of the curriculum.	X				1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			X		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		X			4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.	X				5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		X			6. Is differentiated for struggling students.

Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X X X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring implementation.	X	X X	X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge /skills in instructing English learners and students with disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.		X			3. Provides culturally proficient instruction, allows learners to explore cultural contexts...
4. Does not investigate students' level of education … ; home languages; the political/economic history; conditions of countries or groups.			X		4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
The school has faced inconsistency in administrative leadership which has led to a lack of teacher support and appropriate evaluation processes.	*Several changes in leadership during the school's existence and having few positions of the administrative team has led to few teacher evaluations of performance, overall mentoring, supervision and support.* *The poor reputation of the management company overseeing the school has made it difficult for the school to recruit talented leaders.*
Current curriculum is not mapped or connected across grade levels or content areas.	*Teachers currently have a lack of training and support in the areas of data disaggregation and development*

	of assessments. *There is no established curricular pathway to help students meet college and career ready goals.*
Professional development is not being fully utilized or implemented among staff.	*There is a need for increased team development that is connected to school and individual goals.* *School lacks trained, dedicated staff responsible for teacher development in areas proven to impact student achievement.*
The school is currently limited in the areas of differentiation and materials related to instruction and are often not fully trained on new programs and interventions that are implemented.	*The school needs to implement a system of mentoring for teachers/instructional coaches serving students as well as differentiated instructional materials to help facilitate instruction.* *Staff turnover rates have left the school with limited number of veteran teachers capable of mentoring new teachers and modeling strong, professional behavior.*
Currently the school does not extend itself regularly to help meet the needs of the community it serves.	*The school has difficulty successfully communicating and collaborating with families and does not have the proper, certified personnel to assist families in the area with the variety of needs they face.* *Within the broader community, there is a great deal of mistrust between local leaders and the school, due to its frequent turnover in administrators and former affiliation with a poorly-regarded management company.*

B. Selection of School Improvement Model

➢ ***Instructions:*** Read and discuss with the team the elements of the four school intervention models below. .

Turnaround Model
Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
Required Elements
Develop Teacher and Leader Effectiveness 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Increasing Learning Time and Creating Community-Oriented Schools 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.

Turnaround Model
Permissible Elements
New school model (e.g., themed, dual language academy
Any of the required and permissible activities under the transformation model – these would be in addition

Transformation Model
Permissible Elements
Develop Teacher and Leader Effectiveness 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development.

Restart Model
Required Elements
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
Required Elements
Close the school and enroll the students in other schools in the LEA that are higher achieving.

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

☐ Turnaround ☐ Restart
☑ Transformation ☐ Closure

➢ ***Instructions:*** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected __Transformation Model__

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

Our choice of the transformational model is primarily a case of fit and timing. As a charter school with fairly wide latitude to structure staff, budget and curriculum in ways that maximize student growth, we believe that there currently exists within the current structure the *potential* to drastically improve student achievement; yet, in order to do so, we need to significantly improve the culture, attendance, curriculum and instruction. We believe this starts with a reinvestment in the school's instructional leadership and a reorganization of the school's systems and structure around some clear, measurable and ambitious academic goals.

Better than the other options, the transformational model spells out most clearly the essential ingredients that facilitate school improvement. They include pieces of our program that we anticipate building upon through our academic partnership with the *Challenge Foundation Academy*. This model allows us to take advantage of the expertise that already exists within the school and effectively implement a plan within the relatively short time we have prior to the start of the '12-'13 school year; yet, it also allows us to address our challenges, including student attendance, the relative inexperience of our staff, the absence of essentials systems of management and accountability and the overall obstacles to high quality instructional leadership in our school.

Finally, as a relatively new charter school serving a community with a history of under-performance, we feel strongly in our capacity not only to transform Fountain Square into a high-achieving, urban school but also become a beacon of quality and educational opportunity for the entire community on the near southeast side of Indianapolis. It is an area desperately in need of great schools. We intend to be one.

(2) *Describe how the model will create teacher, principal, and student change.*

The "transformation model" rests squarely on the idea that, with improved instruction *as well as* the leadership necessary to support great teaching, students will learn at high levels. In keeping with the format of this application, we detail in the appropriate sections of our proposal exactly how we intend to address each of the elements of the transformation model. However, we also felt it may be helpful to organize many tasks of our plan into five central categories. They are:

- ***Strengthen instructional leadership and classroom instruction*** through the adoption of the TAP model of student and teacher advancement. This system will demand that our principal serve as a true instructional leader. In keeping with the TAP, we expect to create two new positions (master teachers) and identify four mentor teachers; together, this group will meet at least weekly with the Administration (as Instructional Leadership Team) and develop goals and strategies to improve support and accountability for teachers in reaching the high standards defined through the TAP teaching rubric. The team will also analyze student learning data in developing measureable goals in student achievement as well as instructional strategies to produce stronger results in the classroom. Through TAP, FSq. also intends to employ a robust merit pay system to reward teachers who help generate especially strong student growth. Finally, given its circumstances and lateness in the "hiring season," Fountain Square will offer a one -time signing bonus to help recruit talented teachers, especially in fields, such as math and science, that are traditionally difficult to staff effectively.

- ***Improve curriculum coordination, lesson differentiation and student engagement*** through the development and refinement of a robust, engaging, curriculum, and the strategic employment of internet-based learning tools and other technologies. The Director of Curriculum and Assessment will lead efforts to further refine our curriculum and differentiation, allowing students to get extra help, tailored to their instructional needs under the guidance of a trained teacher. With the help of local partners, we intend to drastically re-configure of our RTI and data management systems so that our faculty will be able to better utilize assessment data to address students' learning needs.

- ***Increase Learning Time*** by lengthening the school day, school year and through better use of intersessions. FSq.'s Director of School Culture will lead school-wide efforts to improve school attendance, minimize disruption and coordinate support for student so that they are in position each day to focus on academic growth. Through his/her leadership, we expect to improve our attendance systems and lend pro-active counseling and social work support to meet the needs of students with a history of poor attendance. We also expect to employ a "staggered start date" to ensure students at each grade are oriented early to our school's structure, goals and supports. A longer school day will present teachers and students with more time to lend/get extra help and more opportunity to build relationships and engagement through applied learning projects. Within this extended time, leadership development and enrichment opportunities will allow us to encourage students' investment in academics and appropriately reward those with strong attendance, conduct and academics with leadership and mentoring opportunities.

- ***Deepen Families' Investment*** in our school and their children's success through a variety of fun, informative, engaging opportunities, like Parent Workshops, that encourage them to be involved in the life of our school. We expect our families will see a difference in their children's growth and themselves adopt (if they hadn't already) the high expectations that we hold for each student at *Fountain Square Academy*. We believe that our counseling team (Middle and High School Counselors, as well as a Therapeutic Counselor) will play a critical role in ensuring our students and families have the social and emotional support that they need. Our Director of Community Partnerships and Social Worker will lead efforts to strengthen our connections with families as well as the broader community. Stronger connections with the local community, in turn, will allow us to leverage and coordinate the tremendous educational resources of our community and the commitment to better educational choices in the Fountain Square community.

Together, we believe the elements in our plan will make immediate and longstanding difference in how our principal leads, our teachers teach and our students learn. On whole, they will transform the culture of our school into one that celebrates academic achievements of our students, the talent and commitment of our teachers and the special role our school plays in the development of the Fountain Square community.

C. LEA Capacity to Implement the Intervention Model

➢ ***Instructions:*** Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		School team has analyzed budget with each element of the SIG grant and assures alignment between each element of our model and the budget.
2. The budget is sufficient and appropriate to support the full and effective implementation	X		Budget outlined in Section II, includes each piece of our transformation model.

of the intervention for three years. *All models*			

3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	**X**		Budget meets each of the criteria established through SIG and leans significantly on the best practices established through "What Works Clearinghouse."

4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	**X**		See Budget, Section II.
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	**X**		As a charter school, Fountain Square is the only school in its "district."

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions	**X**		See Budget, Section II. Each element of our intervention model has an appropriate and necessary allocation in our budget. With this budget, we believe that we have aligned with the necessary financial capital to recruit, retain and develop the human capital critical to our transformation.

• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		Fountain Square has enlisted the *Challenge Foundation Academy* to serve as its Academic Partner. CFA was a successful SIG applicant in 2010-2011 and currently is in year two of its transformation plan. Overall student achievement at CFA has increased 36 percentage points during this time. Through this partnership, FSq believes it can access the necessary experience and guidance to effectively implement each element of this grant and produce equal if not better gains in student achievement. The FSq./CFA Memorandum of Understanding detailing the schools' relationship is included in Appendix F1.

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		Copies of Agenda for April 25 Staff Meeting at which our transformation plan was presented as well as each staff member's "Self-Assessment of Practices of High-Performing Schools" are available upon request. Two days later, 100% of current FSq. teachers voted to adopt the TAP program as our system of teacher and student performance.

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	**X**		FSq. Administrative team invited all parents to a Parent Focus Group in April to gather input and help shape our transformation plan. Feedback from attendees was critical in shaping our plan, particularly the family engagement priorities. Notes from our focus group are available upon request.

Capacity Task	**Yes**	**No**	**District Evidence**
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	**X**		Please see the Letter of Support from FSA Board included in Appendix F2. The minutes of the Board's Academic Committee with whom we reviewed the grant in depth are also available, upon request.

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation*	**X**		As a charter school, *Fountain Square Academy* does not have a traditional superintendent; however, it has enlisted an academic partner, the *Challenge Foundation Academy*, to guide its development. Charlie Schlegel, CFA's Director, led the committee responsible for the selection and design of our improvement model.

• *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			
Capacity Task	**Yes**	**No**	**District Evidence**
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*		**X**	The teachers at *Fountain Square Academy* are not part of a union or collective bargaining agent; however, we outlined the contents of the grant to all teachers Apr. 25. Later, 100% of FSq. teachers voted to adopt the TAP program as our system of teacher and student performance. We have strong support from a cohort of teacher-leaders, responsible for crafting this application and designing our transformation plan.

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	**X**		*Fountain Square Academy* maintains an especially strong relationship with several pipelines of potential principals and school leaders. Our academic partner meets regularly with TFA and TNTP to identify prospective alumni equipped to serve as principal and/or instructional leader. The director of our academic partner is also involved in Marian University's Teaching and Learning Leadership program, specifically designed to train "turnaround school leaders." We have included the Principal's job description we posted in Appendix F3.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	X		Please see Principal Job Description in as well as the SIG Implementation Timeline, Appendix F4. Together, they establish the pathway through which we expect to find a strong leader. Leveraging our relationships with leadership programs across the area, we currently have several strong leads and, at the time of this application, have narrowed the pool to several qualified finalists.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2012-2013 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	X		Please see SIG Grant Implementation Timeline, Appendix F4. It outlines the tasks, dates and responsibilities associated with SIG implementation and a strong school year. Please note: we have left some dates and details undeveloped, as we expect the school's new principal and his/her team will work to further develop and refine this implementation plan.

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	**X**		*Fountain Square Academy* has partnered with the *Challenge Foundation Academy* (CFA) as its academic partner and leveraged their experience to help them craft our SIG application. CFA has a proven track record of improvement. It was a successful '10-'11 SIG applicant (renewed in May '11). CFA's former principal, Charlie Schlegel, has coach other schools and school leaders to take the necessary steps to improve student achievement. He stepped aside at CFA in February, in part, to help assist FSq in its transformation.
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (newspaper, district website, parent newsletters)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	**X**		A letter of support from the Southeast Education Task Force is included in Appendix F5. FSq. also presented its plan before an Education Forum May 10 for the south east community.

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align	**X**		As a charter school, *Fountain Square*

federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			*Academy* has the latitude to align federal, state and local funding sources and, through its partnership with CFA, has taken steps to ensure effective allocation of funds, including its 21st century grant, E-Rate, and its High Ability Grant from the IDoE. *Fountain Square* also intends to apply for a TIF grant to help fund the implementation of TAP, beginning this June.

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
	X		*Fountain Square Academy* will extend the school year as well as the school day. We will begin with staggered start dates, providing our youngest student extra time for orientation and team building. Team teaching assignments will allow us to provide teachers with more flexible schedules and provide students with more intensive, personalized assistance and work time (based on RTI) during and after school. A longer school day and "Intervention Intersession" - in which students get extra help during the first week of two-week breaks three points in the school year - will allow for extra time for remediation and enrichment through community-based partnerships., we'll use Saturday School to enable students to make up missed learning time, if out due to disruptive behavior or attendance issues. Resources to compensate faculty for additional time have been included in the proposed budget.

○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2012-13*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement	Information regarding Fountain Square's intervention model and its alignment with federal requirements is embedded throughout the application. Still, we use the space below to identify documentation addressing each of the items below. • A thorough analysis of student achievement data as well as basic measures of safety and engagement, such as the attendance rate and referrals, combined with survey feedback and focus groups present a clear picture of a school ripe for transformation. Survey data specifically points to the absences of effective instructional leadership and insufficient time and differentiation to address the unique needs of students. • Many of the specific interventions outlined in this proposal match those our Academic Partner has used to help transform the CFA. Their experience with TAP, extended school days and systems of school management, combined with the knowledge of long-standing FSq. staff, will allow us to implement each element of this transformation plan effectively. • As a small charter school, *Fountain Square Academy* is especially prepared

activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	and well positioned to adjust its academic program, based on the interventions outlined in this proposal. CFA, FSq.'s academic partner, will monitor and support FSq. throughout this process to ensure fidelity of implementation. • FSq. expects to realign each of its existing resources around our transformation plan, including our Title One funds and High Ability grant. Through TAP, we also expect to leverage the strengths of instructional leadership within the current FSq. team to help us implement systems of data management and instructional improvements. • Please see Item #7 of the LEA Capacity to Implement Grant, for it includes steps that FSq. has taken throughout this process to engage staff, parents and community in the development of our transformation plan. • As part of the TAP process, FSq. will schedule weekly Instructional Leadership Team (ILT) meetings at which we review student learning data, coordinate evaluation and support of teachers and organize professional development through which to address instructional needs in the school. • A special strength of the TAP system is the capacity it will allow FSq. to design job-embedded weekly professional development, based on student data. FSq. will also convene weekly "Culture Meetings" through which we will monitor attendance, referrals and other measures of staff and student support and engagement. • The TAP system – managed by the Center for Educational Leadership and Learning (CELL) – requires participating schools to regularly document meetings; TAP's requirements as well as our commitment to organized agendas and other good management practices will provide accurate documentation of our practices. • Please see our SIG Implementation Timeline (Appendix F4), which will be revised regularly throughout the school year; FSq.'s partnership with CFA will require regular review and revisions to its school goals. See MoU in Appendix F1 for more information. • FSq. is committed to timely and accurate reporting in accordance with its timeline. Again, we expect CFA to support us in this endeavor, and we cite their record as evidence to our commitment to full implementation and timely reporting.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*** (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are	*Fountain Square Academy* has engaged a number of external supports and providers to help us address our school improvement needs. In each case, our team has sought out proven performers with a history of improving student performance through research-based interventions. We have shared our plan as well as the implementation timeline with each of these partners, who understand both the importance of improving our school's performance and FSq.'s expectations of timely communication and flexibility focused on our academic goals. Our partners/providers include: • **The Challenge Foundation Academy**: As stated elsewhere in this application, CFA was a successful SIG applicant in 2010-2011 and currently is in year two of its transformation plan. Fountain Square chose to partner with CFA, based on its capacity to significantly improve student achievement and the experience of its leader coaching other school principals. This leader has relinquished his role as the principal of CFA in order to adequately support FSq. and its improvement. The FSq./CFA Memorandum of Understanding detailing the schools' relationship is included in our appendix. • **TAP/CELL:** As coordinator of the TAP program in Indiana, FSq. has contracted with the Center for Leadership and Learning at the University of Indianapolis to support TAP implementation. Based on our academic partners existing relationship with CELL and recent conversation with its leaders discussing its implementation, FSq. expects to receive effective support and guidance in the implementation of its TAP program. FSq. leaders have attended each TAP presentation and observed the program in practice at CFA. In implementing TAP, FSq. also expects to contact with NIET, the national provider of TAP support, through which we expect to access the TAP portal to support implementation as well as CODE, which provides the platform for recording teacher observations and evaluation. FSq. expects to track student learning, teacher survey and evaluation information weekly in order to ensure adequate support and impact on student achievement. • **4-H/Purdue Extension:** FSq. has maintained a strong relationship with the local chapter of 4-H for several years. The program has provided especially strong programs in environmental management, gardening and animal care, serving over 100 students during the extended school hours. We expect to continue this

taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	partnership, initiated through its CYFAR grant through the US Dept. of Agriculture. Although the relationship grew strained under previous management, 4-H's local leader, Claudia Guerin, is eager to revitalize our relationship and serve as a valuable partner in our after-school Investment Program. • **Project Lead the Way:** Leveraging one of the current strengths of the school, we expect to continue our partnership with Project Lead the Way in providing STEM-centered curricula and robotics programming for students during our extended day. We also intend to develop through this partnership a robotics program, serving our local fifth and sixth graders, through which we hope to strengthen their skills and interests in STEM in preparation for rigorous middle and high school programs, including Fountain Square's. • **The Leadership Program:** FSq. expects to contract with the Leadership Program, Inc. to provide leadership training for students and professional development for our teachers. The organization has built a strong record of performance in New York and is committed to expanding to Indianapolis through the leadership of Erika Petrelli, Vice President of Programming. • **Goodwill Education Initiatives:** GEI currently operates both the *Metropolitan High School* and *Excel Centers* and receives SIG funds. They are building an arm of their organization through which charter schools can receive special support and expertise in data management and curriculum alignment, among other areas. FSq. expects to initiate a partnership and continually monitor its value to our school and student achievement. • **College Summit:** FSq. expects to continue and further develop its program preparing high school students for post-secondary education. *College Summit*, a program brought to Indianapolis through the MindTrust Fellowship, has an especially strong track record of cultivating college-orientation and equipping students with the knowledge and motivation they need to succeed beyond high school. In each case, the SIG Leadership Team will define specific measures of performance and then monitor, through weekly meetings with our administration team, each partner's contribution to our school's program and our progress towards clear academic goals. Each of these providers will be held to the school's high standards and their programs must focus on the rapid improvement of our school's academic performance.

	Through SIG, Fountain Square also expects to contract with the following technology companies. ○ **APEX Learning Systems** will provide computer-based curricula through which we expect to provide students differentiation and multiple pathways towards academic progress; ○ **Tableau Software** will provide a platform through which our administrative team can disaggregate, analyze and present student learning data to inform instructional improvement. ○ **SmartEd Services** will provide FSq. with computerized white boards and automated response systems and accompanying professional development, assuming they provide the strongest price/quality package. These relationships may be "thinner" and not require weekly communication; however, we certainly expect each will provide us with the quality service on which our school depends and contribute towards our academic program.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;	*Fountain Square Academy* receives funding support from a variety of sources that it commits to align in its model of intervention and transformation. Funds include: • **Title I Part A:** Funds are allocated to further support extended learning time, including our after-school tutoring program and academic intervention and strategic reading support. They also help support family involvement initiatives, such as our parent workshop series. • **Title II, Part B:** Funds allocated towards merit-based pay, based on student achievement gains as well as lesson differentiation and intervention through reduced class size. • **21st Century Grant:** Funds allocated to support after school enrichment and tutoring programs. • **High Ability Grant:** Funds curriculum development and support for curriculum differentiation and supports targeted to challenge our most prepared, capable students. As a school chartered through Ball State University, FSq. expects to leverage support through the university to ensure the school meets the all necessary requirements included in the charter, particularly those areas in which the school has previously not met the requirements of its charter. As a school employing the TAP system, FSq. will also partner with CELL, who will assist in the implementation and funding of the TAP systems of teacher development and, through it, support overall student achievement. *Fountain Square Academy*'s academic partner, CFA, will convene weekly meetings with the Administrative team to review the SIG Implementation Timeline, make appropriate adjustments and ensure the necessary supports are in place to facilitate

(f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	full implementation. FSq. expects to partner with local experts, like *Goodwill Educational Initiatives* (which operates *Metropolitan High School* and the *Excel Centers*, to provide critical expertise in data management, curriculum resources and quality management. FSq. also expects to continue to request GEI's assistance in reviewing and, when appropriate, revising our transformation plan, our implementation timeline and our alignment of resources. As a SIG recipient, they have existing expertise in this process. The *Challenge Foundation Academy* has also begun work with the *South East School of Excellence* (SENSE), which whom FSq. shares its building. As a partner with both schools, we expect CFA to help FSq. strengthen its relationship and its curriculum and instructional alignment with SENSE. In time, we expect to provide area families with one contiguous, aligned academic program, ensuring all students are on track for post-secondary success. Over the coming year, *Fountain Square Academy* will also begin a process through which it seek to be part of the *TeamCFA* Network of Charter Schools (www.teamcfa.org) through which we expect to gain governance, marketing and property management expertise and potential financial resources.

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures;	In anticipation of the challenges that might inhibit the full implementation of FSq.'s SIG grant, we have sought input and investment from a broad array of stakeholders, committed to high performing schools central serving the south east side of Indianapolis. In this proposal, we've incorporated input from the Academic Committee of the Fountain Square Board, key members of its leadership team and the current school faculty. We have convened focus groups with parents and met with various community groups, such as the *Southeast Education Task Force*, in order to seek their input and support for this proposal. As an independent, public charter school, *Fountain Square Academy* is afforded considerable latitude in designing policies and systems that support (or don't inhibit) progress towards its academic goals. The FSq. Board oversees and approves all relevant policies and fully support the intent and specific elements included in our SIG grant, as recorded in the Board's letter of support in Appendix F2. With assistance from our Academic Partner, FSq. has a strong commend of the relevant IDoE policies, especially those related to the requirements of a School Improvement Grant (as CFA is a SIG recipient too). For instance, through our relationship with CFA, FSq. has thoroughly reviewed the TAP program and its teaching rubric. Although TAP does not release its rubric publically, we are assured that it meets the state's requirements for teacher evaluation (frequency of evaluation, performance levels, percentage determined through student growth etc.) and is used in several schools receiving SIG grants across the state. (We are happy to provide more information about TAP. You may also access this information through its website, www.tapsystem.org.) Based on evaluation results, FSq.'s administrative team will regularly review each

(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	teacher's classroom performance. In an instance of under-performance, the administrative team will construct, with the assistance of the teacher, an improvement plan, dictating the steps towards improvement. If a teacher is unable to meet the requirements of the improvement plan, FSq. will move towards dismissal. *Fountain Square Academy* also expect to employ the IDoE's Principal Effectiveness Rubric to evaluate the overall performance of our principal and administrative team. In keeping with systems that have worked with our academic partner, we also expect to require each member of our administrative team to identify performance goals bi-annually to help measure impact and keep leadership focused on academic performance. The FSq. board will regularly monitor principal performance in relation to these goals. In order to ensure our school is equipped with the strongest possible instruction, *Fountain Square Academy* is afforded reasonable flexibility in employing effective system to hire, train, reward and retain high performing teachers and principals. Our school has equal levels of flexibility in cases in which we must dismiss under-performing teachers and administrators, unable to help our students meet our school's academic goals. Finally, *Fountain Square Academy* intends to extend the academic day by 270 minutes a week. It will provide 15 addition days of instruction during its Intervention Intersessions and up to 10 addition days of instruction and culture building for students (by grade) so that each child is adequately prepared, organized and motivated to focus on academic achievement. Each element of our program, increasing instructional time, will be open to all FSq. students.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;	Each element of FSq.'s Transformation plan will be evaluated for its effectiveness in helping our school reach its goals for ISTEP Performance, high school graduation and college and career readiness measures (specifically those included in the state's A-F framework for HS accountability). For instance: • We will evaluation the impact of our after-school tutoring program and "intervention intercessions" through pre and post assessments as well as an analysis of NWEA scores and other data, comparing the growth in performance among those participating in different aspects of our extended day. • With support from CELL and NIET, *Fountain Square Academy* will continuously evaluate the fidelity of its implementation of the TAP program as well as its impact on student achievement. TAP also prioritizes performance-based accountability across a school faculty and, building upon this principle, we expect to use teacher surveys, evaluation data and student assessment results to inform each step utilizing the TAP program to significantly improve instruction and achievement across Fountain Square. • Following a similar pathway as our Academic Partner, CFA, *Fountain Square Academy* will apply for a grant from the "Teacher Incentive Fund" later this year through which we hope to acquire additional funding to support our TAP program. TIF grants commonly last 5 years, which, in turn, will provide additional resources to support TAP implementation beyond the life of the SIG grant. • Through the leadership of our Curriculum and Assessment Director, we expect to build capacity throughout the school as we develop instructional coherence and curriculum coordination that will extend long after the SIG grant ends. • *Fountain Square Academy* also intends to apply to be part of the *TeamCFA* Network of Charter Schools (www.teamcfa.org), which has promised both financial support and governance, marketing and management resources to qualifying schools. Based on on-going evaluation of the program, FSq. commits to on-going refinement of transformational model, based on student learning data. With assistance through a partnership with *Goodwill Educational Initiatives* and CFA, our Academic Partner, *Fountain Square Academy* will develop a data warehouse, which will allow for the effective organization and disaggregation of student learning data, through which we expect to monitor the implementation and effectiveness of this proposed

(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	intervention. In addition to our weekly meetings monitoring TAP implementation, *Fountain Square Academy* will also convene a regular SIG Leadership Meeting, at which we will review the implementation of the central elements of our transformation plan and our progress towards established benchmark in SIG implementation as well as core measures of student learning. Under the guidance of our Academic Partner, *Fountain Square Academy* will use resources like Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning to help define the process through which we will set and refine our goals, collect the essential data and assess results. We also expect leverage local expertise in the **8-Step Process** (a.k.a. Davenport Model) to help us further define the process through which we regularly assess our progress and make mid-course adjustments to improve our program and further our transformation. (Currently, a finalist for the principal's position is a former leader from Warren Township; FSq. also maintains a strong relationship with Fall Creek Academy, which is also working to implement the 8-Step process at its upper grades.) Finally, FSq. expects to employ a multifaceted approach to sustaining the improvements to our academic program beyond the lifetime of the grant. For instance, we expect to leverage our students' academic success and important place within the rebirth of the area to launch an ambitious fundraising campaign with the support of the *Fountain Square Academy* Board, most of whom joined us since Jan. 2012 in order to help facilitate FSq.'s transformation (with or without a SIG grant). This summer, we expect to contract with a Development Consultant to help us develop a fundraising strategy, defining the relationships and formal grant through which we might develop a last endowment to support our school. Finally, through TAP, effective instructional coaching and strong principal leadership, we expect to build internal expertise to continue effective teaching practices and to train new staff (teachers and building leaders) in practices identified as essential characteristics of high performing schools, like the new *Fountain Square Academy*.

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➢ ***Instructions:***

1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
3) **Complete the table for only the model that the school will implement.**
4) If the improvement model will not be implemented, check "We will not implement this model."
5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

☐ We will implement this model. ☐ We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. *Replace the principal and grant principal operational flexibility.*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period

			(month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*			

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*			

5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*			

6. *Use data to implement an aligned instructional program.*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*			

8. *Provide increased learning time for students and staff.*			

9. *Provide social-emotional and community-oriented services/supports.*			

- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2012-2013 school year.		

Transformation Model

(Guidance Document, Section E, pages 36-42)

☑ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	In July 2011, the returning principal of Fountain Square Academy resigned and was replaced later that month. In October, this principal resigned and was replaced by Dr. Percy Clark of the GEO Foundation on an interim basis. In April 2012, the FSq Board elected to find a new principal. Since then, FSq and its academic partner have posted the position in various locations and are currently recruiting and interviewing prospective candidates. Following our Implementation Timeline, FSq. expects to hire its new principal by June 1.	Fountain Square Board	Apr. -May 2012
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	Beginning in June, Fountain Square intends to adopt the RISE rubric for evaluating principals. We expect to supplement this tool in requiring the principal develop and the board approve biannual leadership goals that incorporate the unique operational demands of charter school leadership. For a copy of the RISE principal rubric, please go to: www.riseindiana.org.	Academic Partner/ FSq Board.	Beginning June 2012
	Beginning in early April, FSq. began to take all the necessary steps to prepare to implement the TAP program in the 12-13 school year, including: • FSq. convened a small group of teacher/leaders to review TAP and discuss proposing it to the faculty.	Principal/ Academic Partner	April 2012

	• A member of the TAP regional team provided an overview of the program, its central components and principles to the FSq faculty on Apr. 25. • All staff members (22/22) voted in favor of including TAP program in its program. • April 30, FSq.'s academic partner reviewed its implementation plan with CELL leaders via phone, at which point CELL agreed to support TAP implementation at FSq. (Letter of support available upon request.) • School has prepared job descriptions for its master and mentor teaching positions and publicized this opportunity with staff and broader public. (See Appendix F6 for Master and Mentor Teacher Job Descriptions). • The Instructional Leadership Team, including principal, assistant principal, curriculum and assessment director as well as the master and mentor teachers, will attend the TAP Core Training, beginning June 12. • Upon completion of the TAP Core Training and certification in mid Sept., the ILT will formally begin TAP implementation, detailing each aspect of the TAP Rubric during its cluster meetings. By now, we expect numerous people within the DoE to be familiar with TAP, as there are 43 schools in the state using this program. However, if you would like more information about TAP's model for school improvement or the TAP cycle of evaluation, please consult its website, at www.tapsystem.org.		June 2012 Sept. 2012

3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	• Fountain Square intends to utilize the TAP system as the central structure through which to reward school leaders and teachers, based on academic gains. • School has set aside sufficient funds to reward teachers and school leaders and celebrate student achievement gains as well as other measures of quality, such as increased attendance rates. • As a TAP school, we will require that our Master Teachers work especially closely with teachers, who, based on student growth and classroom observations, need extra support. Master Teachers will guide teachers, deemed ineffective or in need of extra support, in defining time-bound professional goals, crafting plans for improvement, getting assistance and assessing growth. If a teacher fails to progress or meet interim performance goals, Master Teachers will be required to refer this teacher to the administrative team, who will assume responsibility for the supervision of an ineffective instructor and craft an improvement plan (with input from the Master Teacher.) Should ineffective teachers fail to adequately follow their plans and reach a reasonably high standard of performance, the administration will initiate the process through which ineffective teachers are dismissed or, in rare cases, re-assigned to another position on the FSq staff.	FSq Board / Academic Partner	Beginning Aug. 2012

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	As stated elsewhere in our application, we are proposing to incorporate the TAP program in our plans for transformation.	Principal/ Academic Partner	Beginning July 2012 and onoing

	The TAP program is especially well-suited to provide high quality, job-embedded professional development. In keeping with the TAP structure, we expect to employ two "master teachers", responsible for modeling and co-teaching effective instructional strategies throughout the school year. Our Master Teachers will convene weekly meeting with middle-school and high school, subject-specific teams, identifying best practices, analyzing student data and refining curricula and instructional strategies. The instructional focus of these meetings will consistently rest on school performance in terms of student learning data and classroom observations. We have also to set aside 10 professional development days interspersed throughout the school year to provide our teachers extended time to review student learning data, practice instructional strategies and revise instructional priorities, under the guidance of our Master Teachers, Curriculum and Assessment Director and our administrative team. In keeping with TAP, Fountain Square also expects to convene weekly ***Instructional Leadership Team*** meetings, including our master teachers, mentor teachers and administrative team. During these meetings, we expect to review student data, define priorities for instructional improvement and refine support structures to address specific instructional needs. Along with those systems associated with TAP, Fountain Square also proposes to: 1. Expand our Teacher Orientation to include a Curriculum Institute, providing sufficient time for faculty to refine and coordinate curricula and build	Instructional Leadership Team Director of Curriculum and Assessments	

	stronger systems of intervention, based on interim assessment data. 2. Initiate system of peer review through which subject-specific teams are able to conduct focused collegial observations and walk-through's that facilitate professional learning communities. 3. Through the development of "teaching teams", we also expect to allow teachers greater opportunity and flexibility to observe each other and coordinate support, especially for our students with special learning needs.		

5. Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).	*Fountain Square Academy's* recruitment process began in early April in the interest of attracting the strongest possible pool of candidates. Given the unique circumstances of our school this year, we propose to offer signing bonuses to encourage retention of high-performing staff members as well as attracting new talent, interested in the difficult but rewarding work of school transformation. A signing bonus may prove especially important in attracting qualified candidates in fields of limited supply, such as high school math and science. Building on the work of The New Teacher Project's Effective Selection Process (http://tntp.org/teacher-talent-toolbox), we expect to recruit, screen and select staff based on five competencies central to high performance in high needs schools. They are: Achievement, Commitment to Transformation, Constant Learning, School Fit, and Classroom Management.	Principal/Leadership Team/Teacher Panel Instructional Leadership Team/School Leaders	April 2012 April 2012/Ongoing

	With these competencies in mind, we've developed a staff hiring plan that includes: 1) Receipt and screening of resumes-to ensure that all pursued candidates are qualified and licensed (Appendix F7: Resume Evaluation Rubric). 2) Phone interview- using these 5 competencies, questions were developed to identify if potential candidates have necessary knowledge and understanding to advance to the final round. Questions are targeted to identify any "red flags" or differences in beliefs and mindsets (See Appendix F8: Phone Interview Questions). 3) In-Person Final Interview- Interview Questionnaire has been prepared using our 5 competencies and incorporating the challenges and intricacies of our school. Questions not only give applicants an accurate picture of our school but also allow us to assess if applicants possess chosen competencies needed to be successful at our school. Questionnaire incorporates scenarios as well that have been specifically chosen to address the unique challenges that arise at our school. Final interview rubric has also been developed using a 1-5 rating system to assess if 5 identified competencies were exhibited in applicant or not (See Appendix F9 for FSq. Interview Protocol). Through TAP, we also expect to present FSq. teachers with multiple career paths through which to grow professionally as well as competitive compensation. Teachers will have the opportunity to become master and mentor teachers, depending on their interests and effectiveness in coaching other teachers. Master and Mentor teachers will receive a	Principal, Master/Mentor Teachers/Director of Curriculum and	July 2012

	stipend of $10,000 and $5,000, respectively, in compensation for their additional responsibilities. Career or classroom teachers can earn an additional $2,500 in merit pay, based on student achievement. TAP will also allow powerful opportunities for ongoing, job-embedded professional development. This additional support and enrichment will provide teachers with the tools necessary to build strategies and instructional skills in areas of student need, determined through an analysis of student data.	Assessment	Beginning August 2012

6. *Provide increased learning time for students and staff.*	Currently, *Fountain Square Academy* offers a regular school day of 7 hours, with an extended day of an additional 1.5 hours Monday-Thursday for tutoring, homework help, remediation and activities/clubs/athletics.	Principal	2011-2012 School Year
	Currently, students are encouraged to attend the extended school day, and additional contacts are made for students who are having academic difficulties at school. Transportation is provided at the end of the extended school day which allows more students to participate. The program will take place for thirty weeks during the school year for a total of 6 additional instructional hours per week and a final total of 180 hours.	Principal/ Teachers	2011-2012 School Year
	This summer (2012) *Fountain Square Academy* will implement a summer school program focusing on End of Course Assessment preparation and credit recovery for students in grades 9-12The middle school program will concentrate on remediation and building of essential foundational skills for students who have identified as underachieving in math and language arts. Summer	Principal	June 2012

	school will be utilized four hours per day, 5 days a week for 4 weeks, for a total number of 80 additional instructional hours.
	
	In order to further increase instructional time for students and teachers, FSq. will:
	• Introduce a "staggered start" through which students' first day will vary based on grade level, allowing extra time for organization and study skills training for younger students.
	• Implement an early morning Guided Study Hour, where students may join us for breakfast and guided study under the supervision of trained teachers 60 minutes prior to the start of the school day.
	• Implement an Investment Block, 3:30 - 5PM three days a week. Investment Block will include:
	  • 90-minute extended-day tutoring program for selected students based on student achievement and teacher recommendation.
	  • 90 minute Investment Time (with potential internship opportunities for older students) concurrent to tutoring program. Courses will develop through our partnership with 4-H, *Project Lead the Way*, the *Leadership Project* and other community partners. (See Appendix F10 for example of options.)
	• Begin a weekly ***Saturday School*** program through which we will provide critical academic support (including make-up work) and counseling for students removed from the classroom for disciplinary reasons (suspensions, time in office etc.). Under the direction of our Culture Director, teachers and counselors will partner with local volunteers and mentoring groups to provide
		Principal/ Director of School Culture
		
		Director of
		
		Curriculum and Assessment; Director of Community Partnerships
		
		Principal/ Director of School Culture
			July 2012
			
			July 2012

	students with adequate support and guidance. On whole, we expect to organize 25-30 sessions (3.5 hrs. each), totaling 90+ hours of additional instructional. • Begin Intervention Intercessions, through which students receive up to 5 days additional instruction during the first week of three two-week breaks between each quarter, lending 15 total days of academic instruction.	Director of Curriculum and Assessment;	

7. *Use data to implement an aligned instructional program.*	Under the direction of our Directory of Curriculum and Assessment, *Fountain Square Academy* will convene a Curriculum Institutes each summer, during which faculty will create and revise curriculum maps (based on Indiana State Standards and Common Core Standards) and align with both formative and summative assessments. ISTEP and ECA scores indicate gaps in student mastery of fundamental skills in both ELA and Math. We expect to employ targeted interventions through our RTI system coupled frequent assessments to monitor students' progress towards closing these gaps. We will use the extra time provided through our staggered start to conduct baseline assessments of students' skills to ensure our instructional program is aligned to meet their needs.	Director of Curriculum and Assessment and Leadership Team	Beginning July 2012
	The Curriculum and Assessment Director will assume responsibility for the overall alignment of our instructional program. Prior to the start of the school year, he/she will lead FSq. teachers in: o Developing standards maps that identify and prioritize standards and schedule points of introduction, mastery, assessment and re-	Director of Curriculum and Assessment	July 2012

	teaching, in keeping with the central principles of the 8-step process. ○ "Unpacking standards" and determining rigor through an analysis of assessments and structuring instruction in ways that adequately prepare students for the ECA and Compass assessments as well as early college. ○ Analyzing curriculum to ensure classes are vertically aligned and instruction and assignments are appropriately sequenced through the 12th grade.		
	During the school year, the Director of Curriculum and Assessment will: ○ Lead teachers in the development of a long-term plan to establish 7-12 curricular pathway to Academic or Technical Honors diploma for all eligible FSq. Students. ○ Develop and regularly revise an Assessment Schedule to pace curriculum and establish a universal system through which to continually refine instruction based on assessment data in keeping with the central principles of the 8-Step process. ○ Establish and support differentiated learning pathways for children through computerized learning systems. ○ Convene a Curriculum Institute each summer to revise our curricular calendar. ○ Lead FSq.'s Instructional Leadership Team in preparing for the deployment of the Common Core Standards and the PARCC Assessments. ○ Convene weekly meetings with grade level teams of coordinate assessments, monitor progress and adjust curriculum maps.	Director of Curriculum and Assessment	July 2012/Ongoing July 2012/ Ongoing Aug. 2012

	○ Oversee interventions and targeted support for struggling students. This will include curricula used in our RtI system as well as our intervention intersessions and during our extended day tutoring program.	Instructional Leadership Team	Aug. 2012
	As an important member of the TAP team, the Curriculum Director will be fully trained in the TAP model, participate in weekly cluster meetings and work closely with Master and Mentor teachers in designing professional development based on student data and evaluation results.	Instructional Leadership Team	Beginning June 2012
	Building upon its efforts to address the needs of advanced students, Fountain Square will employ teaching teams to further differentiate support and instruction, based on student achievement and nine-week assessment cycle. Teams will differentiate instruction during the regular school day as well as through enrichment and intervention opportunities during Investment Block, 3:30-5PM each day.	Instructional Leadership Team	Beginning Aug. 2012
	FSq. will draw upon its training and resources gained through a High Ability Grant from the IDoE to provide further differentiation opportunities for our students. Trained teachers will employ the Otis-Lennon School Ability Test to assess cognitive abilities and identify those students defined as "high ability." Resources, including *Great Books* and *William and Mary Navigators*, have also been purchased to support differentiation and increasingly challenging work focused on critical thinking and complex thinking skills for all qualifying students, especially those defined as "high ability." FSq. also expects to partner with *Goodwill Educational*	Director of Curriculum and Assess. Special Education Teachers	March 2012

	Initiatives (GEI), which is developing an arm of their organization to lend consulting support to charter schools. Given strong base of expertise in GEI and its experience with both school improvement and impact with high-poverty communities through *Metropolitan High School*, we expect to build a strong partnership through which to use data to align our instructional program and differentiate instruction, based on student learning data.	Instructional Leadership Team	June 2012

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	In order to ensure that *Fountain Square Academy* effectively uses student learning data to shape its academic program and adapt instruction to the needs of each learner, we plan to:		
	○ Implement the TAP program with fidelity. Through TAP, our instructional leadership team will continually review student learning results and devise effective instructional strategies based on assessment data. Weekly cluster meetings with teams of teachers require that teams use data to inform instructional decisions through an inquiry process called "steps of effective learning."	Instructional Leadership Team	Beginning June 2012
	○ TAP also requires the Instructional Leadership Team build our professional development program around learning results and differentiated instructional strategies.	Instructional Leadership Team	
	○ Organize and facilitate a Curriculum Institute, during which we will build our curriculum/assessment calendar around the 8-step process of targeted assessment and interventions.	Director of Curriculum and Assessment	July 2012
	○ Identify and implement universal tracking systems in classrooms to track student progress and mastery and differentiate instruction within the regular classroom.		
	○ Employ *Tableau* software to help manage data and present to teachers and administrators in ways that effectively inform practice and identify shortcomings in performance.		
	○ Implement an effective RtI system to structure our interventions and ensure students have the necessary support to progress academically. This	Director of Curriculum and	Sept. 2012

	includes: ○ Using a universal screener to identify students who require differentiated interventions in targeted areas. ○ Building appropriate systems and selecting effective curricula for math and ELA interventions. ○ Designing and implementing intervention systems and assessment schedules to ensure Rtl aligns with the 8 Step process. ○ Employ AIMSWEB or similar system to track student performance among those in level 2 or 3 interventions to monitor progress and	Assessment	
	• As discussed elsewhere in this application, FSq. will create and staff – through reassignment or an external hire – a Guidance Director to oversee the progress of each 10th, 11th and 12th grader as well as FSq. alumni to ensure he/she is on track, based on assessment data as well as success in early college programs designed to facilitate students' transition to post-secondary programs. The Director will lead the high school team in using selected academic measures to gauge the progress of each child, identify concerns and allocate instructional resources.	Guidance Director	July 2012
	• Teachers will also employ a computer-based curriculum, the *Apex Learning System*, to help monitor students' progress and ensure adequate exposure to board array of curricula. • Teachers will also structure students' use of lap tops in tandem with interactive, computerized whiteboards (i.e. *SmartBoards*) and handheld student response systems to continually assess students'	Director of Curriculum and Assessment	Aug. 2012

	progress and differentiate instructional support. As mentioned elsewhere, FSq. also expects to partner with GEI, to help the FSq. instructional team use data to differentiate instruction, based on student learning data, analyzed and presented through tools available through this partnership.	Director of Curriculum and Assessment	Aug. 2012

9. *Provide mechanisms for family and community engagement.*	In order to strengthen *Fountain Square Academy's* relationship with its families and deepen their involvement in the school and capacity to support students, Fountain Square commits to: • Convene multiple focus groups for parents through which we expect to assess current strengths and identify areas of growth in communication and support for families. • Establish common goals of parent communication and involvement – shared between administrators, counselors, social workers and the Director of Community Partnerships. FSq's parent partnership team will assume responsibility for the following means of improving parent involvement: • Organize monthly Family Nights, building upon our enrichment programs in areas like drama and robotics to encourage strong attendance and participation. • Organize 4-6 Parent workshops through which parents come together around common parenting challenges, college planning and ways to support student achievement at home and school leaders	Director of School Culture/ Curriculum and Assessment Director Principal/ Director of Community Partnerships/ Director of School Culture	Beginning July 2012 August 2012

	are able to communicate interest and accessibility to parents. • Developing systems of regular home communication, including weekly progress reports, automated phone messages and clear standards of teacher-parent communication. • Strengthen systems of parent leadership and oversight of school operations through avenues like our PTO and FSq. Dad's Group. • Determine gaps in the areas of coverage and identify potential community partners who might address needs. • Recruit, organize and leverage our relationships with local partners in support of our families. This includes coordinating social service support to ensure each family is in position to support their child's achievement. • Continuously evaluate parent initiatives, based on participation and impact and adjust our initiatives as needed. Given the diversity within our student population, it is especially important to ensure that all parents feel welcome in our school and regularly participate in the relevant activities.		

10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	As an independent charter school, *Fountain Square Academy* has full authority and flexibility over its schedule and allocation of funds, provided it follows relevant IDoE guidelines and meets the standards and	Principal	Ongoing

	requirements of its authorizer, Ball State University.		

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	*Fountain Square Academy* is an independent charter school and, thus, it is the only school within the LEA. School employs vendors outside the school whenever necessary to provide assistance with matters, such as accounting, technology and legal help. In an effort to address the school's academic needs, *Fountain Square Academy* is partnering with the *Challenge Foundation Academy* (CFA). In fact, CFA is identified in the charter with Ball State as Fountain Square's Academic Partner. Through the process of implementing this transformation plan, *Fountain Square Academy* will seek considerable technical and strategic support from its Academic Partner. CFA brings to FSq. considerable expertise in school transformation, as it was a successful SIG applicant and a school in which achievement has nearly doubled in just three years. Under the guidance of our Academic Partner, *Fountain Square Academy* also expect to: 1) Visit and build strong relationships with high-performing middle and high schools in the county through our connections with *Teach For America* and the *Schools-That-Can* network. Targeted visits to high performing school can be critical in identifying best practices that fit our school model and building long-term relationships through which to gather expertise to inform the everyday challenges of urban schooling	Principal/ FSq. Board Fountain Square Academy Board Principal/ Academic Partner	Ongoing Apr. 2012 July 2012

	2) As a member of the TAP network, we also expect to work closely with NIET and CELL (TAP's regional authority and source of support) in getting the technical assistance we need to effectively implement the TAP system. 3) Additionally, we have also applied to continue our partnership and association with *Fall Creek Academy*. Their leader, a former principal in Warren Township, is an expert in the 8-Step process and this school's experience implementing a structured system of assessments and tailored intervention at the middle and high school level will be a powerful resource for FSq. We expect to further leverage these relationships as we refine system of curricula and assessments and tailored interventions, aligned through a well-operating RTI system. 4) Additionally, Scott Bess, Schauna Findley at GEI (and the MET High School) serving a similar population and a SIG recipient, have proven especially helpful in identifying instructional resources and lending their expertise in school improvement models; we expect this relationship to strengthen, given the similarities between our models, our priority upon improvement and commitment to high performance. Finally, under the guidance of our Academic Partner, we expect to continue to look for new resources, relationships and models from which we can learn. For instance, we expect that networks like, *Carpe Diem*, which expects to replicate locally in the fall, might provide us greater insight into how to employ		

	technology and internet-based learning resources in ways that improve student achievement. On whole, partnerships with schools that share the same level of urgency to educate students at high levels as we do is a hugely important resource through which we hope to find the technical expertise we need.		

➢ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

Fountain Square maintains an especially strong relationship with several pipelines of potential principals and school leaders. Our academic partner meets regularly with TFA and TNTP to identify prospective alumni equipped to serve as principal and/or instructional leader. An associate of our academic partner is also involved in Marian University's Teaching and Learning Leadership program, specifically designed to train "turnaround school leaders." We have included the job description we posted in the appendix.

In keeping with the timelines included in our SIG Implementation Timeline, we are leveraging our relationships with leadership programs across the area and have received a broad interest from a variety of potential candidates. At the time of grant submission, we have interviewed multiple candidates for this position and are on track to identify the school's next leader by the end of May. Each candidate has applied with the understanding that they must be prepared to start with the TAP training, June 12.

Please see Principal Job Description in as well as the SIG Implementation Timeline our appendices. Together, they establish the pathway through which we expect to find a strong leader.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: FSq. SIG Implementation Timeline outlines in detail the steps we are taking to improve systems, organization, leadership, instruction and, in turn, student achievement at Fountain Square. They include organizing a retreat for our Administrative Team, visiting high-performing schools in the region, participation in the TAP Core Training and a Curriculum Institute to organize curricula and aligned assessments.

Timeline: Please see "SIG Implementation Timeline" included in Appendix F4. The timeline includes steps prior to receiving notice of the SIG grant as well as the steps we expect to take in preparing for the '12-'13 school year.

Budget: includes TAP Core Training ($8564), school visitations ($1200) and Curriculum Institute and Leadership Retreat ($14,200).

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	X	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2012-2013 school year.	X	

Restart Model (Guidance Document, Section C, pages 31-34)

☐ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.*			
2. *Must enroll within the grades it serves, any former student who wishes to attend.*			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2012-2013 school year.		

School Closure

(Guidance Document, Section D, pages 34-35)

☐ We will implement this model. ☐ We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. Close the school.			

2. *Must enroll the students in other schools in the LEA that are higher achieving.*			

Pre-Implementation

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2012-2013 school year.		

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
   - One English/language arts goal for "all students."
   - One mathematics goal for "all students."
   - For examples of goals, see guidance document, H-25, p. 41.
3) Schools serving students in grade 12 must also include a goal related to graduation.
4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
64% of all participating students are proficient on ISTEP+ Language Arts	TBD (test results pending from state)	71% of all participating students are proficient on ISTEP+ Language Arts	77% of all participating students are proficient on ISTEP+ Language Arts
78.4% of all participating students are proficient in ISTEP+ Mathematics	TBD (test results pending from state)	81% of all participating students are proficient in ISTEP+ Mathematics	86% of all participating students are proficient in ISTEP+ Mathematics

52.5% of all participating students are proficient in English 10 End of Course Assessment	TBD (test results pending from state)	65% of all participating students are proficient in English 10 End of Course Assessment	80% of all participating students are proficient in English 10 End of Course Assessment
42% of all participating students are proficient in Algebra 1 End of Course Assessment	TBD (test results pending from state)	55% of all participating students are proficient in Algebra 1 End of Course Assessment	70% of all participating students are proficient in Algebra 1 End of Course Assessment

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Fountain Square Academy will focus all federal, state and local funding sources on our goals for student achievement goals. Together these funds are focused squarely on the central elements of our program, including increased learn time, improved classroom instruction, stronger curriculum coherence and assessment and deeper family engagement. Together, these elements must produce clear gains in student achievement, high school graduation and post-secondary success

FSq. will align the specific federal, state and local funds in the following ways:

- FSq. will use its Title I funds, and SIG monies to support its team teachers and after-school and intercession intervention program.
- Title II funds will be allocated to support teacher/leader recruitment as well as merit-based bonuses (in keeping with a central feature of the TAP program).
- Title III funds will help fund school-wide professional development in support LEP instruction for a growing number of FSq. students.
- FSq. will align its High Ability Grant from the IDoE with its priorities around differentiation.
- FSq. will allocate 21st Century funds to support enrichment programs in robotics and other STEM-related programs.

Submit all materials in this document,
including the two worksheets in this application to IDOE

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. *All models*			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*			

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			

7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			

10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals.			

Turnaround, Transformation Models • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2012-2013 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)*			

• *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*			

○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
• *Full* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *All* of the required data sources have been provided • *All* of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is *specifically and conclusively* demonstrated as appropriate.	• *Some* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Some* of the required data sources have been provided • *Some* of the analysis (findings) from the data and the root cause analysis is accurate • A *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal*.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1point**
There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.

(3) Align other resources with the interventions.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.

Attachment H: Budget

Please see "School Improvement Grant Section II Budget" in a separate document.

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name:	**Fountain Square Academy**
Corporation Number:	**5864**
School Name:	**Fountain Square Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						

			[redacted]
		[redacted]	
			[redacted]
		[redacted]	
		[redacted]	
			[redacted]

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

As a charter school, each of the activities included in this grant are conducted as an LEA. The activities detailed throughout this grant are all conducted at the LEA-level, including the pre-implementation activities included on page 71.

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: **Fountain Square Academy**

Corporation Number: **5864**

School Name: **Fountain Square Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		Additional 5 school days				
3. TRAVEL: ***(differentiate in-state and out-of-state)***						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**						

	TOTAL CONTRACTED SERVICES		***$***
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$***
7. OTHER SERVICES: **(Include a specific description of services.)**			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2014 - 2015

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: _____

Corporation Number: _____

School Name: _____

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		Additional 5 school days				
3. TRAVEL: ***(differentiate in-state and out-of-state)***						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: **(Include a specific description of services.)**			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -

Attachment E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource

Federal Resources		
Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	**Title I, Part A** - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	**1003(a)** School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	**Title II, Part A**
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Turnaround Transformation Restart	**Title III, Part A - LEP**
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

Attachment F: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the principal	○ LEA *does not provide a document or plan that indicates* authority will be granted to the principal to make operational decisions; or the decisions allowed are *not of significance*.	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff *using classroom observation records and at least two additional sources to determine effectiveness*	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ LEA calibrates and tracks the effectiveness of staff using classroom observations *or* another single source to determine effectiveness	
	○ Screening of current staff *is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model*	○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model	○ Screening of current staff is conducted by the school or district; interview questions are of *insufficient nature* to determine *staff's willingness* to implement the model	

	○ *Less than 50 percent of the staff is rehired*	○ *50 percent of the staff is rehired*	○ *More than 50 percent of the staff is rehired*	
3. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	

	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	
5. Adopt a new governance structure	○ Creates a *new* turnaround office with an appointed turnaround leader who has *significant and successful experience in school turnaround*	○ Creates a *new* turnaround office and/or appoints a turnaround leader with *successful experience in school turnaround*	○ *Reshuffles or redesigns* its current structure rather than creating a turnaround office and appointing a turnaround leader	
	○ Turnaround leader and staff will spend *extensive time in the school* allowing for a highly visible, supportive, and transparent relationship with the school	○ Turnaround leader and staff will spend some *time in the school* allowing for a supportive relationship with the school	○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school	
6. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program	○ LEA provides some *assess-ments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	

7. Promote the use of data to inform and differentiate instruction	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
8. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff	○ Provides increased learning time for *all* students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of *extensive length (at least 300 hours)* to potentially increase learning	○ Time is of *sufficient length (at least 180 hours)* to potentially increase learning	○ Time is *not of sufficient length (90 hours or less)* to create change	
9. Provide social-emotional and community-oriented services/supports	○ Collaborates with several *external organizations and community partners* to provide sustainable space and services for *student needs*, (e.g., dental, medical, behavioral, etc)	○ Collaborates with minimal *external organizations or community partners* to provide space and services for *student needs*, (e.g., dental, medical, behavioral, etc) as needed	○ Does not collaborate with external organizations; support to families is *limited*	
	○ Works with community to provide on-going and consistent *family and community engagement activities*	○ Works with community to provide limited *family and community engagement activities*	○ *No partnerships* in the community to provide *family and community engagement activities*	

Total Score_____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
2. Use evaluation systems for teachers and principals that consider student growth and	○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic	○ Evaluation systems for principal and teachers includes a single assessment aligned to student	○ Evaluation systems for principal and teachers does not include an assessment aligned to student	

assessments; develop with teacher/principal involvement	growth	academic growth	academic growth	
	○ Evaluation systems are developed with teachers' *and* principal involvement	○ Evaluation systems are developed with teachers' *or* principals involvement	○ Evaluation system development does *not include involvement* of principal or teachers	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional development, have not.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	
	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	○ Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators	

	○ Provides a comprehensive, *effective, and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release	○ Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates	○ Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	
5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving	○ Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	

	working conditions, providing higher salaries, and offering job promotions	conditions, providing higher salaries, and/or offering job promotions		
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff	○ Provides increased learning time for *all* students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of *extensive length (at least 300 hours)* to potentially increase learning	○ Time is of *sufficient length (at least 180 hours)* to potentially increase learning	○ Time is *not of sufficient length (90 hours or less)* to create change	
7. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program	○ LEA provides some *assess-ments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	

8. Promote the use of data to inform and differentiate instruction	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	○ LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the school	○ LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the school	○ LEA *does not provide a document or plan that indicates* authority will be granted to the school to make operational decisions; or the decisions allowed are *not of significance*.	
11. LEA, SEA, or designated external	○ *Multiple* supports detailed; occur *throughout the year*	○ *Some* supports detailed; occur *throughout the year*	○ *No* supports are described; support appears *sporadic*	

partner(s) assist the school with ongoing technical assistance and support	○ Multiple support for *both* teachers and principals are in place	○ Some supports for *both* teachers and principals are in place	○ Support *for both* teachers and principals are not in place or transparent	
	○ Provided by external, *experienced leaders* in change and in the school model	○ Provided by *external leaders* in change with knowledge of the identified school model	○ Provided by district staff or others *without proven track records* in school change or the model	

Total Score_____/66

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. *All models*			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.			

All models			

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			

7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			

10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals.			

Turnaround, Transformation Models • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)*			

• *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*			

○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

Attachment B: Budget

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: _____
Corporation Number: _____
School Name: _____

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
3. TRAVEL: ***(differentiate in-state and out-of-state)***						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: **(Include a specific description of services.)**			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -

		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2013 - 2014

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: _____
Corporation Number: _____
School Name: _____

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
3. TRAVEL: ***(differentiate in-state and out-of-state)***						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: **(Include a specific description of services.)**			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -

		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2014 - 2015

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: _____
Corporation Number: _____
School Name: _____

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
3. TRAVEL: ***(differentiate in-state and out-of-state)***						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: **(Include a specific description of services.)**			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
		$ -	$ -
		$ -	$ -

		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -

Attachment D: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	**Title I, Part A** - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	**1003(a)** School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	**Title II, Part A**
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Turnaround Transformation Restart	**Title III, Part A - LEP**
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

Attachment E: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the principal	○ LEA *does not provide a document or plan that indicates* authority will be granted to the principal to make operational decisions; or the decisions allowed are *not of significance*.	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff *using classroom observation records and at least two additional sources to determine effectiveness*	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ LEA calibrates and tracks the effectiveness of staff using classroom observations *or* another single source to determine effectiveness	

	○ Screening of current staff *is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model*	○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model	○ Screening of current staff is conducted by the school or district; interview questions are of *insufficient nature* to determine *staff's willingness* to implement the model	
	○ *Less than 50 percent of the staff is rehired*	○ *50 percent of the staff is rehired*	○ *More than 50 percent of the staff is rehired*	
3. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	

	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	
5. Adopt a new governance structure	○ Creates a *new* turnaround office with an appointed turnaround leader who has *significant and successful experience in school turnaround*	○ Creates a *new* turnaround office and/or appoints a turnaround leader with *successful experience in school turnaround*	○ *Reshuffles or redesigns* its current structure rather than creating a turnaround office and appointing a turnaround leader	
	○ Turnaround leader and staff will spend *extensive time in the school* allowing for a highly visible, supportive, and transparent relationship with the school	○ Turnaround leader and staff will spend some *time in the school* allowing for a supportive relationship with the school	○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school	
6. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program	○ LEA provides some *assess-ments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	

	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
7. Promote the use of data to inform and differentiate instruction	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
8. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff	○ Provides increased learning time for *all* students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of *extensive length (at least 300 hours)* to potentially increase learning	○ Time is of *sufficient length (at least 180 hours)* to potentially increase learning	○ Time is *not of sufficient length (90 hours or less)* to create change	
9. Provide social-emotional and community-oriented services/supports	○ Collaborates with several *external organizations and community partners* to provide sustainable space and services for *student needs*, (e.g., dental, medical, behavioral, etc)	○ Collaborates with minimal *external organizations or community partners* to provide space and services for *student needs*, (e.g., dental, medical, behavioral, etc) as needed	○ Does not collaborate with external organizations; support to families is *limited*	

	○ Works with community to provide on-going and consistent *family and community engagement activities*	○ Works with community to provide limited *family and community engagement activities*	○ *No partnerships* in the community to provide *family and community engagement activities*	

Total Score_____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth	○ Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth	○ Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth	
	○ Evaluation systems are developed with teachers' *and* principal involvement	○ Evaluation systems are developed with teachers' *or* principals involvement	○ Evaluation system development does *not include involvement* of principal or teachers	
4. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	

development, have not.	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	○ Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators	
	○ Provides a comprehensive, *effective, and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release	○ Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates	○ Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and	○ Professional development often includes vertical collaboration;	○ Focus of professional development is *not related to teacher collaboration,*	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	*coaching and mentoring, data analysis or curriculum and instruction*	
5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff	○ Provides increased learning time for *all* students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of *extensive length (at least 300 hours)* to potentially increase learning	○ Time is of *sufficient length (at least 180 hours)* to potentially increase learning	○ Time is *not of sufficient length (90 hours or less)* to create change	
7. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional	○ LEA provides some *assess-ments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	

	program			
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
8. Promote the use of data to inform and differentiate instruction	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient	○ LEA provides a	○ LEA provides a document or plan	○ LEA *does not provide a document or*	

operational flexibility	comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the school	that indicates areas that will grant *minor* operational decisions to the school	*plan that indicates* authority will be granted to the school to make operational decisions; or the decisions allowed are *not of significance*.	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ *Multiple* supports detailed; occur *throughout the year*	○ *Some* supports detailed; occur *throughout the year*	○ *No* supports are described; support appears *sporadic*	
	○ Multiple support for *both* teachers and principals are in place	○ Some supports for *both* teachers and principals are in place	○ Support *for both* teachers and principals are not in place or transparent	